

SNC2D

Climate Change Research Unit

In groups of two, you will create a presentation based upon one of the following topics.

- deforestation
- emissions (greenhouse gases + CFC's)
- carbon footprint
- extreme weather
- melting ice caps
- desertification
- rising sea levels and erosion
- economic effects of climate change
- benefits of climate change for some countries like Canada

Once the research is completed you will be producing notes for the class. The writing of the notes will be done collaboratively. You will email Mr. Winson the study notes and he will put them on the wiki. These topics will be on the final unit test, so make sure they are very detailed.

You will also be presenting their work to their classmates. Each group will have 15-25 minutes to share their research in a concise and meaningful way. Your presentation must have a visual component to it. This could be a powerpoint, keynote, posters, diagrams, models and/or anything else you can think of.

Additionally, you must create a slowmotion video of your topic. The video should be at least 30 seconds (at least 60 pictures if you use two frames per second) long to fully demonstrate your topic.

You can use any type of resource for obtaining the information – books, magazines, the Internet etc. You must use at least three resources. These sources must be cited along with your written notes.

For further information as to how this will be assessed, see the rubric on the back of this page.



Climate Change Research Unit Rubric

Criteria	Below level 1	Level 1	Level 2	Level 3	Level 4
Completeness of content (K/U)	Did not meet the expectation	Content is incomplete. Facts or ideas are missing.	Content has few ideas. Data details are somewhat accurate	Content has many ideas. Data details are generally accurate	Content has many ideas. All data details are accurate
Understanding of phenomenon (K/U)	Did not meet the expectation	The presentation demonstrated a limited understanding of facts, causes, effects and impacts of the phenomenon.	The presentation demonstrated some understanding of facts, causes, effects and impacts of the phenomenon.	The presentation demonstrated a good understanding of facts, causes, effects and impacts of the phenomenon.	The presentation demonstrated a thorough understanding of facts, causes, effects and impacts of the phenomenon.
Presentation and organization of information (T/I)	Did not meet the expectation	Information presented is not organized or synthesized.	The information presented demonstrates some organization and synthesis. Interpretation is difficult.	The information presented demonstrates good organization and synthesis. The information can be easily interpreted.	Information presented demonstrates excellent organization and synthesis. Ideas are easily interpreted.
Causes and effects of the phenomenon (T/I)	Did not meet the expectation	Very few causes and effects were identified	Few causes and effects were identified	Most causes and effects were identified	Many causes and effects were identified
Visuals (PPT or poster) and written (notes for class) information (C)	Did not meet the expectation	Visual information is presented with limited effectiveness. Written (notes) information is presented with limited effectiveness.	Visual information is presented with some effectiveness. Written (notes) information is presented with some effectiveness.	Visual information is presented effectively. Written (notes) information is presented effectively.	Visual information is presented with a high degree of effectiveness. Written (notes) information is presented with a high degree of effectiveness.
Use of scientific vocabulary (C)	Did not meet the expectation	Student uses a limited scientific vocabulary.	Student uses a fair scientific vocabulary.	Student uses a good scientific vocabulary.	Student uses an excellent scientific vocabulary.
Attractiveness of material presented (C)	Did not meet the expectation	Presentation lacks attractiveness. Class is not engaged in the presentation.	Presentation is somewhat attractive. Class is somewhat engaged in the presentation.	Presentation is attractive. Class is engaged in the presentation.	Presentation is of superior attractiveness. Class is fully engaged in the presentation.
Conclusions related to the phenomenon (A)	Did not meet the expectation	Conclusions and connections of the phenomenon are not clear and logical.	Conclusions and connections of the phenomenon are somewhat clear and logical.	Conclusions and connections of the phenomenon are considerably clear and logical.	Conclusions and connections of the phenomenon are clear and logical.
Quality of reference material (A)	Did not meet the expectation	Poor choice of reference material. References is not complete or not properly organized.	Reference material was somewhat appropriate. A few references were used.	Reference material was appropriate. References are properly organized.	Reference material was very appropriate. References are properly organized. A variety of sources was used.

